

INNOVATIVE EDUCATIONAL RESEARCH (INNER)

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Corresponding Address

Eyüp Artvinli, INNER Dergisi,
Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, Zemin Kat B Blok, Ofis No: Z-9,
Meselik Kampüsü, 26040, Eskişehir, Turkey

Editor In Chief, e-mail: eartvinli [at] gmail.com
T: +90 222 239 37 50/dahili 6885

Editorial Commissions

Editor In Chief

Prof. Dr. Eyüp ARTVINLİ

Eskişehir Osmangazi University, TURKEY

E-mail: eartvinli [at] gmail.com, Tel: +90 (222)239 37 50

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, Zemin Kat B Blok, Ofis No: Z-9, Meselik Kampüsü, 26040, Eskişehir, Turkey

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Dear Readers,

Welcome to the second volume of **INN**ovative **E**ducational **R**esearch (**INNER**). INNER has two articles in this issue. First article is entitled “Effects of Gamification on Students' Awareness of Cyberbullying: Square Game Example” written by Mehmet Aksoy from Turkey. The primary aim of this research is to raise awareness among middle school students about cyberbullying and its types using the square game. The research is designed with a semi-experimental pattern. The study population consists of students attending Sinan Alağaç Middle School in the central district of Eskişehir during the 2022-2023 academic year. The sample includes 53 students from this school. The pre-test was applied to determine the knowledge and awareness levels of the students about cyberbullying and its types. Subsequently, the Square Game was implemented for three weeks, followed by a post-test. According to the pre-test results, it was found that the students participating in the research had low levels of knowledge about cyberbullying and its types. The developed "Square Game" was applied as part of the research, and the post-test results indicated an increase in the awareness levels of the students regarding cyberbullying. Moreover, it was identified that the students in the sample lacked sufficient knowledge, especially about cyber harassment, identity theft and impersonation, and defamation through gossip and disparagement. After the Square Game, an improvement in their knowledge on these aspects was observed.

Second article is entitled “Methodological Tendencies of Theses Made in the Fields of Four Basic Skills in Turkish Education” written by Ayhan Dönmez from Turkey. The aim of this research is to determine which research methods are used and how often in thesis studies on four basic skills (Listening, speaking, reading, writing). According to the findings, it is recommended that researchers give due importance to qualitative and mixed methods as well as quantitative methods. Apart from this, it is recommended that additional emphasis be given to studies in the fields of listening, speaking, and reading. Because each basic skill has its own importance. Finally, it is recommended that the methods of articles written other than thesis studies on this subject be included in the scope.

I would like to thank foremost, with a great respect, the individuals who spent their inestimable time to review the papers on behalf of INNER and the Editorial Board of INNER. Finally, I would like to thank very much those educators who contributed to this issue of INNER by submitting their papers.

Editor-In-Chief

Prof. Dr. Eyüp ARTVİNLİ
Eskişehir Osmangazi University
Eskişehir, TURKEY